The Effects of English Songs on Young Learners' Listening Comprehension and Pronunciation

Ghanbari, Fariba

Mahmood Hashemian

Akbar Afghari

شکل نوشتاری

چکیده:

Integrating English songs into L2 classes might be considered by some authors to be a factor conducive to the improvement of EFL learners' listening ability. It is ideal for young L2 learners because it is a way to help them become enthusiastic learners. Most L2 learners, whether young or adult, have difficulty with listening comprehension and pronunciation. A good listening comprehension lays the basic part for developing other skills in foreign language learning. Also, pronunciation is the most important skill because if one has a poor pronunciation, their message could not be understandable to the listeners. This research aimed to determine the effect of using songs on young L2 learners listening comprehension and pronunciation and to discover the possible difference between male and female learners in achieving better results in learning listening comprehension and pronunciation. In this regard, 60 male and female elementary L2 learners with the age range of 8-11 were randomly selected and assigned to 4 groups: 2 experimental groups with 1 containing 15 males and the other 15 females. There were also 2 control groups with 1 containing 15 males and the other 15 females. To ascertain that the experimental group and the control group were homogeneous, all the groups took a pretest. An independent-samples t test was performed to analyze the data obtained on the pretest. Also, a two-way analysis of variance (ANOVA) was utilized in order to come up with the answers to the questions of the study. The results revealed that utilizing songs in L2 classes had a positive effect on the L2 learners' listening comprehension and pronunciation skills. It was also found that there was no significant
difference between the male and female learners' performance in obtaining better results in listening comprehension and pronunciation